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ABSTRACT

The problems and objectives of contemporary consortial endeavors are the subject of this report. After introducing material outlining the 1980-1985 goals for consortial development established by the National Training System (NTS), the report provides examples of consortial activities among institutions of higher education and illustrates ventures at local, state, regional, and national levels. Features common to consortia at all levels are identified and two consortial efforts initiated by NTS are described: (1) the development of a generic Human Services curriculum to be used by the nation's two-year colleges in training personnel with a broad understanding of child care, drug abuse, alcohol abuse, mental health, corrections, and gerontology; and (2) the establishment of a Career Development Center which can offer institutions the services of specialists trained in negotiating academic agreements among colleges. Problems in developing lasting consortial agreements are discussed prior to a presentation of issues to be considered by the NTS in establishing their policies for consortium development in the 1980's. The report concludes with descriptions of the Southeast Florida Educational Consortium and the Florida Community College Television and Radio Consortium. (JP)

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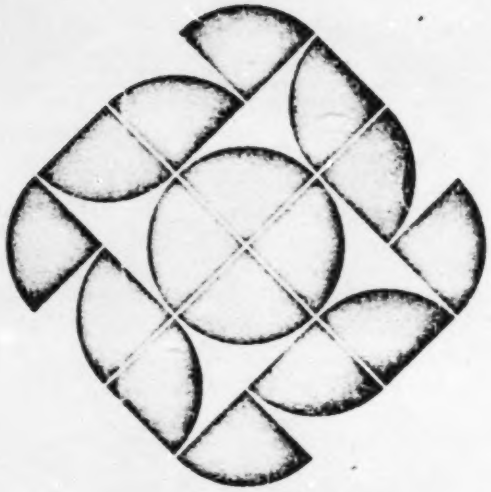
Consortium Development

A National Training Workshop Paper



A National
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A Decade of Challenges

NTS Professionalism in the Eighties

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NATIONAL TRAINING WORKSHOP
SHOREHAM-AMERICANA
WASHINGTON, D.C.
APRIL 6-9, 1980

CONSORTIUM DEVELOPMENT: AN NTS STRATEGY FOR THE EIGHTIES

I. INTRODUCTION

JAMES E. O'CONNOR

The National Institute on Drug Abuse (NIDA), Division of Resource Development (DRD), Manpower and Training Branch (MTB) is preparing a National Training System management system with three interactive elements: a five (5) step management process, four (4) categories of organizational components, and fifteen (15) functional areas of which consortium development is one. An initial application of the functional area of consortium development to dedicated NTS organizational components indicated an alliance between consortium development and the Manpower and Training Branch (MTB), Career Development Center (CDC), Health Professions Education Task Force (HPEP), and Research Fellows Training Program (RFTP). These NTS organizational components tend to be principally representative of national program organizations and national dedicated organizations rather than regional and state dedicated organizations. In other words, the initial application of the functional area of consortium development - which has been categorized as an administrative function rather than a support or service function - has focused on NTS components with national scope rather than NTS components with regional or state scope.

The substantive outline for the Manual of Policies and Procedures contained a preliminary definition for the functional area of consortium development.

NMTS
A MANUAL OF POLICIES AND PROCEDURES
FOR
SERVICE FUNCTION AND MANAGEMENT SYSTEM
OPERATIONS

SUBSTANTIVE OUTLINE

The outline will present brief paragraphs defining the proposal content of the NMTS Policies and Procedures Manual, broken down to the subchapter level. Of primary importance in this outline are the definitions of each of the NMTS service functions contained in the subchapters of Chapter 3000. These definitions will establish the scope and coverage of materials to be contained in the draft manual.

Chapter 3000 - Functional Operations

This chapter relates the NMTS management process outlined in Chapter 2000 to the specific functions, and particularly delineates differences in responsibility between the four NMTS organizational categories. Including a new "management" function, a total of 15 subchapters would be involved.

(11) Subchapter 3110 - Consortium Development - In this area, cooperative agreements, memoranda of understanding, and similar arrangements between training institutions, particularly including institutions of higher education, will be developed to assure the capacity to provide all needed training. Particularly important will be the development of consortia within each RSC region, in order to provide generic human services curricula resulting in baccaluareate and advanced degrees for drug abuse service workers.

At the first meeting of the National Training System (NTS) Management Committee, the consortium development group composed of Dr. Avis Pointer, Director of the Career Development Center (CDC), this author, and two Manpower and Training Branch (MTB) staff serving as facilitators, Mr. Edward T. Morgan, Jr. and Ms. Rosemarie Brooks, reviewed the definition for consortium development contained in the substantive outline and prepared for the functional area of consortium development: a new definition, a description, and statements concerning the five (5) steps of the management process. All of the information will be made available to the consortium development group for further consideration at this National Training Workshop.

At the present time the September, 1979 draft of NMTS Strategy: 1980-85 contains goals and objectives supportive of various consortium development activities.

VI. NMTS GOALS AND OBJECTIVES - 1980-85

As indicated earlier, the first step in the MBO process is the development of clear statements of goals and objectives. In the following sections, the preliminary goals and objectives for the NMTS over the period 1980-85 are presented. Goals and objectives are presented by function. The functions represent the universe of system activities. There are one or more goals for each function and each goal has one or more specific objectives associated with it. This list of goals and objectives was finalized through input from NMTS participants.

C. Administrative Functions

2. Consortium Development

Consortium development involves developing cooperation agreements among training institutions to provide training.

The general NMTS goal and associated objectives for consortium development for 1980-85 are:

Goal #12: To establish drug training consortia among academic institutions.

Objective 12a: To prepare and publish a resource manual which describes the NMTS consortium development function, and sets forth procedures for: assessing the need for development of consortia; identifying the resources available and needed; establishing priorities, and developing and implementing programs to develop consortia; and evaluating consortium development activities and outcome.

Objective 12b: To develop by the end of fiscal 1980 in each of the RSC regions generic human services curricula for drug abuse workers.

Objective 12c: To develop a brochure explaining the NMTS external degree and consortium development programs.

At this National Training Workshop, the consortium development group will be reviewing all the previously stated NTS-related preliminary work and will become familiar with some representative examples of consortial activity among institutions of higher learning and within two components of NTS.

This concluding portion of the introduction provides four representative examples of consortial activity among institutions of higher education and illustrates ventures at local, state, regional and national levels. After the four examples have been presented, the author will discuss some of the features that are common among consortia.

The Southeast Florida Educational Consortium (SFEC) exemplifies the kinds of interinstitutional cooperation that take place among lower division colleges and an upper division university. In this case, the schools are located in highly populated urban settings. The three charter members of SFEC, a local consortium, are Miami-Dade Community College (M-DCC), Florida International University (FIU) and Broward Community College (BCC). M-DCC and FIU are in Dade County, Florida and BCC is in Broward County, Florida. Dade and Broward are adjacent counties on Florida's Southeast coast. Information concerning the goals, governance and operation of SFEC appears on pages 14-18 of this paper.

The Florida Community College Radio and Television Consortium (FCCRTC) involves almost all of the twenty-eight (28) two-year public colleges in Florida. A major purpose of the state consortium is to arrange for the utilization of currently available college-level courses of instruction with audio visual components that are suitable for delivery via radio and television broadcast. Financial assistance for leasing courses produced by colleges within Florida and throughout the country is provided at the State level. The arrangement allows a college to offer courses over radio and/or television at a highly reduced cost to students not reached with traditional instruction (SEE APPENDIX).

The Mid-America Vocational Curriculum Consortium (MAVCC) is a good example of a large and highly organized regional consortium committed to excellence in designing, developing and disseminating vocational education materials. MAVCC is a consortium of twelve states and has articles of incorporation filed with the Oklahoma Secretary of State, as well as bylaws and a policy and procedures manual. Further information regarding the purpose, domain and expected outcomes of the consortium can be found on pages 19-23 of this paper.

The League for Innovation in the Community College, commonly referred to as "The League for Innovation", is an excellent example of a national consortium dedicated specifically to stimulating innovation, experimentation, and evaluation in all areas of community college development. Fifty-four (54) colleges from among twelve (12) states belong to the "League". A total enrollment of 842,715 students is represented. The "League" also has linkages with business and industry and other nations. Further information concerning "The League for Innovation" can be found on pages 24-28 of this paper.

The author has presented four representative examples of contemporary consortial endeavors among two-year institutions of higher learning. The examples presented varied in magnitude from a highly beneficial local consortium with limited influence-in the grander sense-to state, regional and national consortia with obviously far greater spheres of influence and application. Quite often, the purposes of consortia are rather similar regardless of size. An overriding principle that applies to consortia in general is tied directly to economics. Colleges are constantly looking for ways to maximize the utilization of existing resources. It is not unusual to find neighboring colleges sharing the use of campus classrooms, instructors, libraries, athletic fields, stadia, gyms, swimming pools, media production centers, audio visual materials, and so on. The main idea is to reduce operating costs by reducing duplication of facilities, services, equipment, and materials. Academic programs are not diluted but, in reality are strengthened through curricular enrichment.

The intricacies and complexities of consortial arrangements and management, and purposes and accomplishments, increase in proportion to the size of the domain served. Certainly the decisions made, problems solved, voices heard and opinions expressed and so forth are far less extensive for a local consortial effort than for a national consortial effort. Consortial

longevity and expansion are linked directly with the provision of continuously and mutually useful services and products to both charter and potential members. A consortium is too difficult to form and takes too long to form for it to be considered as simply a short-term enterprise. Consortium formation plans must contain full consideration for institutionalization and perpetuity of the effort in order to be appealing to potential members. Educational consortia are usually initiated through invitation followed by expansion via open membership. One institution generally assumes a leadership role and works to energize a charger group followed by an enrollment drive to expand the followership to a number deemed appropriate by the memberhsip. This is especially true of consortial endeavors of grander scope.

II. EXAMPLES OF IMPLEMENTATION OF CONSORTIUM DEVELOPMENT BY KEY NTS COMPONENTS

NIDA/MTB has been considering the concept of consortium development as a viable strategy for formenting various kinds of alliances between NTS and institutions of higher learning. At the present time, there is a project controlled by the Developmental Training Grants Program (DTGP) that is concerned with forming a consortium of two-year institutions across America that would offer generic Human Services/multi-area programs and graduate persons eligible for employment as paraprofessionals or aides in a whole host of Human Services-related facilities and agencies. This curricular approach is preferred because a Human Services program cannot survive in small institutions with only one specialty area. The project staff members realize that this national consortial effort will reach fruition if the product released is usable by any two-year institution regardless of size, resources, or prior involvement in the curricular area of Human Services. Therefore, the primary obligation is to design with the help of selected educational institutions, appropriate consultants and representatives from

Human Services-related federal agencies, a process by which any two-year institution could either review and upgrade its existing Human Services program or create anew a Human Services program that would be generic in terms of the Human Services collective and deal with the six nationally significant specialty areas of child care, drug abuse, alcohol, mental health, corrections, gerontology as well as others appearing on the scene on a predictable and regular basis. These broadly transferable and associate degree programs would produce Human Services generalists having exposure to a wide variety of specialty areas commonly placed under the grander curricular carrier of Human Services. This approach will result in educational programs that will be viewed as highly desirable by two-year and other institutions; students; graduates; local facilities, agencies and employers; communities; national organizations; and federal agencies.

The Career Development Center (CDC) has been involved in academic linkage negotiations with a group of ten colleges and universities located in a number of states. The key CDC person involved with providing services and assistance to the colleges and universities is the higher education specialist. Requests for the services of the specialist have increased. Several states used the specialist in a very creative manner and have made requests for more intensive assistance. Some states that have not used the services indicated that they are planning to do so. In order to meet these increasing requests and needs, CDC has proposed the identification of a higher education specialist for each of the five NTS regions. Persons selected as higher education specialists should be experienced in the art of negotiating with institutions of higher education, be familiar with the academic community, and be able to interface with university administrators. In addition, the regional higher education specialists should be skilled in or have expertise in a variety of other areas: intimate knowledge of how colleges and

universities function, experience with non-traditional approaches to higher education, and knowledge of and familiarity with the substance abuse field.

The regional higher education specialists should assist STSP coordinators and RSC staffs with any negotiations involving institutions of higher education. The regional higher education specialists should work under the current higher education specialists. He will coordinate their movements within regions, provide direction, and ensure that all appropriate persons are informed of their progress. In addition, the regional higher education specialists will meet at CDC twice a year to attend a general orientation on NTS, to share information relating to their work and to provide CDC with suggestions for improving the arrangement. CDC will prepare a document describing the process of assisting colleges and universities in meeting the educational needs of drug abuse workers. The document will reflect the dynamics and experiences of the regional specialists, be written as a "how-to" manual and distributed to all system components.

CDC proposes to work with institutions of higher education and encourage them to adopt policies of granting academic credit based on ACE recommendations for non-collegiate sponsored course work. By working closely with appropriate Regional Support Center staff, CDC plans to cooperate with an institution of higher education in each region. In this way, students in NTS courses throughout the regions will be able to take advantage of an even greater opportunity to link their training with higher education. These activities are seen as leading to the enlistment of additional colleges and universities and the development of external degree programs for non-degreed drug abuse workers.

CDC's plans involve linking institutions of higher education with NTS components for the purposes of providing better services and assistance to institutions, students, and workers. The plan also calls for curriculum

development and expansion of the existing group of interested colleges and universities. In many ways these aspects of the effort are very similar to those previously described for the associate degree program for two-year institutions. The major difference is that the AA degree program has as one of its declared obligations, the formation of a National Human Services Consortium. Therefore, it does seem logical that NIDA/MTB may want to view CDC's activity as a basis for a consortium. The many current similarities between the CDC and DTGP efforts provide some rather firm ground for forging in the near future an amalgam of the two enterprises that would produce more beneficial alliances between NTS and higher education.

III. PROBLEM AREAS

As mentioned earlier in this paper, consortia are difficult to form and often require a lengthy period of time for formation. One of the common problems involved with organizing a consortium is that the formulation period occurs over an unnecessarily prolonged period of time. The parties involved tend to question the viability of the effort and consequently lose interest resulting in a generalized disintegration of the effort from which it is difficult and quite often impossible to recover. Extensive forethought, preplanning and preliminary conversation with persons of primary influence are essential; but, these activities must be well-grounded in practicableness and supported by legitimate and documentable needs.

Cash-money is not always necessary; but, the primary influentials involved must be able to commit the needed resources to the venture which symbolically represent financial involvement. An ongoing sharing of mutually valuable resources is an essential ingredient in consortium development and maintenance. The investment of cash-money over an initial and abbreviated period of time does not always contribute to the institutionalization or

perpetuation of a consortial enterprise. There must also be recognizable and demonstrated stability among the charter members involved. It would be impossible to create a consortium of consequence based upon participation by members with tenuous ties to resources or known to have limited or diminishing resources.

One of the best ways to overcome the previously mentioned barriers to consortium development and maintenance and guarantee perpetuity of the enterprise is to create a system that becomes self-sustaining through the continuous provision of mutually-useful services and especially products for both charter and future members. Given the barriers and the somewhat grand and extremely challenging solution, a simpler and wiser approach to consortium involvement in some cases, may be to determine ways to utilize existing and successful consortia rather than expending scarce resources on the formation of additional consortia which could well be viewed as competatively unnecessary. A consortial venture based upon a new and innovative purpose-without existing competition-and having a charter membership capable of providing needed resources and useful products in an ongoing manner is legitimately necessary and has a high probability for survival. The final element contributing to a longer-lasting enterprise would be the binding of each member to the cause with at least a nonlegal letter of promised participation from each primary influential represented. As the enterprise succeeds and grows, a more legalized arrangement can be considered. This kind of evolutionary cooperation may be better suited to alliances between Federal agencies and their regional or state components and institutions of higher learning within the many States.

IV. ISSUES

The author of this paper has presented the current NTS position on consortium development, explored some examples of local, state, regional and

national utilization of consortia by institutions of higher education, explained some of the common problems encountered by consortium developers, and provided some insights strategists should consider before delving into consortium formation and maintenance activities. In this concluding section of the paper the author identifies some concerns that should be discussed by NTS representatives to assist them in deriving recommendations for utilizing consortium development as an NTS strategy for the decade. The concerns are expressed preliminarily as needs statements. Issues will emerge as the needs statements are discussed.

A. The need for further information regarding existing consortia within higher education-The concern to be discussed here is whether there is some advantage to be gained from linking with existing consortia whose purposes align with those of NTS components. If the option is to garner further information, the group should identify the data-gatherers, suggest elements of the data-gathering instrument, suggest criteria for selecting consortial activity to be reported, suggest recepients of the data and recommend further action for NTS.

B. The need to investigate contemporary consortial activity in the private sector-Should the group opt to investigate this need further, it should suggest procedures and provide recommended action on the part of NTS.

C. The need for further information regarding current consortial activity within NTS components-Due to the newness of the concept of consortium development as an NTS strategy, there is appropriately little documentation available regarding current consortial activity among NTS components. Should the group

deem necessary further documentation, it should describe within the context of recommendations to NTS the kinds of additional information considered of system-wide value.

D. The need to identify NTS components best suited to future consortial activity-Preliminary consideration of consortium development as an NTS strategy for the eighties has indicated an affinity for certain NTS components. The group should review those decisions and determine whether other NTS components should be identified as implementation sites for the concept.

E. The need to identify existing consortia in higher education with whom selected NTS components could align-The idea here is to specify existing consortia that have direct affinities with those NTS components selected for involvement with educational consortia. If the group opts for this approach, it will be necessary to select from the laundry list of educational consortia generated by approval of NEED A., those with whom NTS components specified in NEED D. should collaborate.

F. The need to specify the kinds of consortial activity that could be initiated by selected NTS components-Should the group decide that NTS needs to not only align with existing consortia but, also needs to develop consortia, it should specify those kinds of consortial activity in which NTS components specified in NEED D. should engage.

G. The need to identify within NTS, a locus for the coordination of consortial activity conducted by selected components-It is quite obvious that consortium activity is involved and demanding. Therefore, it is imperative that its conduct should be thoughtfully, carefully, and thoroughly described in terms of the NTS Management Model.

SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
11011 S.W. 104th Street / Miami, Florida 33176 / Telephone (305) 596-1131

GOALS, GOVERNANCE, AND OPERATION OF THE SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM

The Southeast Florida Educational Consortium was established in late 1976 by Broward Community College, Florida International University, and Miami-Dade Community College. A full-time Executive Director was appointed in early 1978. The two public community colleges and upper division state university enroll about 90,000 students.

I. Goals of the Consortium

A. The overall goal of the Consortium is to provide quality higher educational programs and services at reasonable cost for the people of South Florida within the complementary and approved missions of the member institutions.

The overall goal is expressed further in ten sub-goals. Annual and longer-range objectives for each sub-goal are cooperatively set by the task forces and Steering Committee of the Consortium.

Sub-Goal #1

Coordinate the planning and conduct of degree programs of the member institutions to ensure effective student recruitment, articulation of program content and instruction, and smooth student transfer.

Currently, program heads and selected faculty are meeting in a workshop series to develop for each of the 85 or so academic program interfaces (a) four-year program sheet with advisement guidelines, and (b) a statement of curriculum assumptions and mutual agreements on four-year (2+2) program content, instruction, and scheduling. Miami-Dade and Florida International are offering some courses on each other's campus and will expand offerings until several coordinated four-year programs will be available at the New World Center (M-DCC) and North Miami (FIU). Four-year scholarships are offered to the upper 10% of the Dade and Broward high school graduating classes.

Several cooperative projects are being actively considered or planned: transfer of all student information and transcripts via the Consortium shuttle; an M-DCC Marine Science Technology Lab at FIU North Miami; an Aviation Institute at the BCC South Campus.

Some future academic program objectives are: a modified semester calendar for all institutions, program admission prior to the junior (transfer) year, more faculty exchanges, a multi-year regional master plan of undergraduate and graduate programs including all public and independent colleges and universities in South Florida, cooperative certificate programs for occupations and professions, completely coordinated coop education programs, on-line computerized academic guidance, fully integrated honors programs for superior students, and joint student recruitment.

Sub-Goal #2

Coordinate the planning and conduct of programs and activities to meet the special needs of atypical students of the member institutions.

Newly established task forces in this area are actively planning several forms of functional cooperation: the offering of community college basic skills courses in reading (possibly also writing and math) on the university campuses, mutually acceptable statements of communication competency goals for curriculum areas, cooperative assistance for students whose personal and social needs make it difficult for them to cope with institutions and programs, coordinated programs and shared auxiliary aids to accommodate physically handicapped persons.

Sub-Goal #3

Provide Consortium student, faculty, and staff complete access to the instructional support resources of the member institutions.

Currently, audio-visual supplies and equipment are jointly bid and cooperatively purchased; technical information on AV materials, equipment, and production are shared in workshop settings and through written reports; students, faculty, and staff have on-site access to library holdings and services; joint professional development workshops for librarians are held; interlibrary loans of books and materials are available to undergraduate students; faculty and staff of the Consortium can check out materials from any Consortium campus.

The member institutions are actively planning for the purchase of compatible automated library circulation systems, which will allow total access and student borrowing privileges, duplication rights on commercially prepared films, a joint copyright policy.

A future objective is the establishment of a joint AV Production Center, including a television studio and closed-circuit television relay to all nine campuses.

Sub-Goal #4

Provide coordinated and continuous services for students of the member institutions.

Currently, a joint Career Resources Bulletin is published for students each month; the career planning and placement services of each campus are open to all Consortium students and graduates; a joint Financial Aids brochure is published; campus cultural events are coordinated and jointly booked; tickets to area cultural events are block purchased; a joint Veteran's Newsletter is published three times each year, and veterans' higher education opportunities are jointly advertised.

Active planning has begun for performances by student groups on other Consortium campuses, and for student leadership retreats.

A future objective is to provide in off-campus locations higher education guidance and counseling for the post-high school population and for persons desiring mid-life career changes.

Sub-Goal #5

Share physical facilities to increase student access to academic programs and reduce capital costs.

Some of the current objectives of this sub-goal are noted under sub-goal #1 above.

Under active consideration are objectives which include sharing of physical plant maintenance equipment, materials, and techniques.

Future objectives of this sub-goal are related to regional planning and conduct of academic programs and related services.

Sub-Goal #6

Offer coordinated outreach activities to serve effectively the needs in the respective service areas of the member institutions.

The member institutions are actively planning "packages" of pre-service training and in-service management development credit and non-credit courses and activities for the electronics industry.

A future objective is to define the role and scope of the public school systems, community colleges, and university in providing postsecondary educational programs and services, and to coordinate the delivery of such programs and services.

Sub-Goal #7

Communicate institutional and Consortium information, programs and activities, and fiscal needs to appropriate internal and external groups.

Currently, the member institutions jointly prepare public information releases, program advertisements, and brochures under the Consortium theme (Partners in Education). Presentations of legislative priorities and Consortium progress are made to legislative bodies and state agencies. A Consortium newsletter (INTER) is published quarterly for distribution to institutional personnel, trustees, regents, legislative and state agency offices, and selected community leaders.

The members are actively planning joint grant proposals for community forums and for education opportunity centers.

A future objective is to prepare joint programmatic and fiscal biennial priorities for presentation to legislative and governance bodies.

Sub-Goal #8

Share institutional resources (talent and funds) to encourage cost-effective professional development among the member institutions.

The institutions are actively planning to offer graduate courses to meet the professional development needs of community college faculty.

Future objectives include coordinated and joint staff development activities for administrators, faculty, and non-instructional personnel.

Sub-Goal #9

Encourage greater regional cooperation among public and independent colleges and universities in Broward, Dade, and Palm Beach Counties.

The Florida Legislature (1979-81 biennium session) enacted statute 248.0981 which encourages the establishment of interinstitutional mechanisms (consortia) for cooperative planning and delivery of postsecondary educational programs and services, including cooperation between the public and private sectors in the regional planning of a comprehensive, complementary, and cost-effective array of undergraduate and graduate programs of study. Other public and private institutions are active in the Student Activities Task Force. Barry College has been invited to participate in any projects and activities of immediate need and mutual interest prior to a formal invitation to membership.

The charter members of the Consortium will offer full or participating membership to all public and independent colleges and universities in South Florida in the near future.

Sub-Goal #10

Encourage interinstitutional projects and activities in keeping with the overall goal and sub-goals of the Consortium and consistent with sound principles of educational planning and evaluation and business administration.

Currently, project and activity proposals are prepared according to Steering Committee approved guidelines for proposals, which include planning/delivery/evaluation components. A daily shuttle service for all mail and packages between the nine campuses is provided.

A joint geocoding project, which will more closely identify actual and potential student enrollments, is being actively planned. More extensive joint bidding or cooperative purchases of physical plant and instructional supplies and equipment are also being planned.

II. Governance and Operation of the Consortium

A Steering Committee of the Presidents and top administrative representatives governs the Consortium. Each institution annually appoints representatives to committees and task forces responsible for planning, proposing to the Steering Committee, and implementing projects and activities.

Currently, the Consortium has the following interinstitutional groups:

1. Standing Committees and Task Forces (17):

   - Steering Committee
     - Subcommittee on Membership Criteria and Expansion
   - Academic Programs Committee
   - Academically Underprepared Students Task Force
   - Admissions, Registration, Records Task Force
   - Audio-Visual Task Force
   - Career Planning and Placement Task Force
   - Cooperative Education Task Force

1. Standing Committees and Task Forces (continued):

- Facilities Committee
- Financial Aid Task Force
- Handicapped Students Task Force
- Institutional Research Task Force
- Libraries Task Force
- Physical Plant Task Force
- Public Information Task Force
- Student Activities Task Force
- Superior Students Task Force
- Veterans Affairs Task Force

2. Ad Hoc Task Forces (6):

- Communications Competencies Task Force
- Continuing Education (Electronics) Task Force
- Coordinating Guest-Host Task Forces for New World Center and North Miami Campuses
- Faculty Development Task Force
- Grants Task Force
- Purchasing Task Force

A full-time Executive Director provides overall Consortium leadership, promotes and facilitates interinstitutional cooperation through the Committees and Task Forces, and serves as Consortium liaison to external groups and bodies. The Consortium Office is located at the District Administration of Miami-Dade Community College.

A faculty member was released from part of his campus duties to assist with the coordination of the academic articulation workshop series and with editing the workshop outcomes. Additional faculty will be employed on an overload/outside employment basis to complete the editing of the workshop outcomes.

The member institutions each contribute one-third of the annual operating budget of the Consortium Office.

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For additional information contact:

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Pages 19 - 28 have been deleted due to irreproducability.

Pages 19 - 23 contained a brochure with information on the Mid-America Vocational Curriculum Consortium.

Pages 24 - 28 contained a brochure with information on the League for Innovation in the Community College.

APPENDIX

A TELEVISION CONSORTIUM
THE FLORIDA MODEL

BY

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PRESENTED
February 9, 1979

Researching The New Student
Mass Media Conference
Arlington, Virginia

A TELEVISION CONSORTIUM
THE FLORIDA MODEL

HISTORY

The Florida Community College System has several times served as a model for other community college systems in the country. With the realization that television had become one of the dominant mediums of mass communication the Florida Community College System again served as a model when it began the development in 1973 and 1974 of the Florida Community College Television and Radio Consortium.

The development of the Consortium began during the fall of 1973 when Valencia Community College in cooperation with WMFE-TV, the public television station in Orlando, agreed to broadcast the "Man and Environment" series. Approximately three hundred students enrolled for credit the first semester. With such an outstanding response Valencia Community College began to explore other possibilities of televised programming.

The signal of WMFE-TV covered the service area of five central Florida community colleges. Encouraged by the news that WMFE-TV was about to increase its signal strength five times its present power, Brevard, Polk, Lake-Sumter and Seminole Community Colleges joined Valencia Community College in a Consortium. Unfortunately, the new tower from which the greatly increased signal was to be broadcast, collapsed during a final stage of construction. This resulted in two of five colleges suffering from an almost total loss of signal in their college districts.

It was found that both colleges, isolated by the loss of signal from WMFE-TV in Orlando, could receive the signal of WEDU-TV in Tampa. The WEDU-TV management agreed to broadcast the "Man and Environment" series. The broadcast by WEDU-TV not only made it possible for Polk and Lake-Sumter Community Colleges to receive program signals but it also allowed for four additional community colleges to participate. Hillsborough, Manatee, Pasco-Hernando and St. Petersburg Community Colleges could now receive the signal and were invited to join the Consortium. As a result of these additional colleges entering the organization, it was decided during the summer of 1974 to form the Central Florida Television and Radio Consortium.

When the 1974 fall term was completed, the Consortium's college credit television course enrollment was 3,294. By the spring of 1975 the list of courses being offered by member community colleges included: "The Ascent of Man," "Dimensions In Culture," "Man and Environment, Parts I and II," "As Man Behaves," and via radio, "Law I" and "Law II." Since September 1974, more than eighteen different courses have been offered by members of the Consortium (See Appendix C). The enrollment has increased from the original 3,294 in one term to over 11,000 in one year. The total enrollment since its inception has been more than 43,000 students (See Appendix B).

CONSORTIUM ORGANIZATION

One reason for looking for a cooperative method of organizing the program of televised college credit courses was that of cost. With the relatively high costs of leasing documentaries, producing written materials, purchasing television broadcast time and of assigning faculty time, it became apparent that television created special economic problems for a single institution. The factor of cost became an important rationale for the development of a consortium.

The great amount of interest expressed in a possible statewide consortium by non-member community colleges was such that with the aid of the Florida Department of Education plans were developed for a statewide Florida Community College Television and Radio Consortium. The plan assigned each of Florida's twenty-eight community colleges to one of six regions. Each of the regions was centered upon, and somewhat determined by, the local public television station's broadcast capability. Each college was to serve the student population of its own district and would share equally the decision making processes and in the funding of the region's operations. Each region would choose a volunteer coordinator. These six coordinators would, in turn, meet on a statewide basis and would choose a chairman. This organization has functioned in such a way that the coordinators have shared in the development of plans, programs and new funding solutions. The plan and resulting Florida Television and Radio Consortium was approved by the Florida State Community College Council of Academic Affairs, the Florida Community College President's Council, and by the Florida Division of Community Colleges of the State Department of Education during the fall of 1974. Subsequently, all twenty-eight colleges

have expressed interest in the Consortium and twenty-five have participated.

The Florida Television and Radio Consortium at that time was unique in that it developed from within the Florida Community College System. The Consortium was designed to meet the needs of the individual colleges and was not superimposed upon the system at the state level. Much credit must be given to Robert McCabe, Executive Vice-President of Miami-Dade Community College who provided much leadership and support.

Additional encouragement, technical and financial aid came next from the Florida Department of Education. J. Warren Binns, Administrator of Educational Television and Radio, agreed to assist the Consortium. This aid came in many forms but two of the more important were the leasing by the Department of Education for the Consortium, the majority of its televised courses and secondly, that it served as a dubbing center for all series offered by the Consortium. Both of these actions greatly relieved the financial burden placed upon the Consortium's member colleges.

CONSORTIUM BENEFITS

The resulting advantages to the Consortium's individual member colleges have been numerous. Each college has shared in the selection of courses and has had the flexibility of participating or not participating in any of the course arrangements. This system of cooperation has helped all colleges in that it provided a greater sharing of expertise in such activities as the selection of materials, the development of faculty workshops, study guides and other printed materials. Another advantage of this Consortium was that no longer would any individual college have to pay all the costs, for by cooperating, they paid an equal share of costs.

The full potential of the Consortium probably has not been fully realized. Several colleges have tried alternative means of reaching their district populations. Gulf Coast Community College at Panama City has had to make extensive use of local commercial television cable system. Their problem has been the lack of a strong station signal to serve their population. Another example of alternate means of serving television students is exemplified by Daytona Beach Community College which has worked with the Volusia County School Board in using its I.T.F.S. system. Each of these

examples represents an alternative method of reaching student populations by means other than public and commercial television stations.

One reason for the numerous searches for alternative means of reaching the student have been the all too often obstructive or uncooperative attitudes of several of the state's public and commercial stations to the very idea of working with any of the colleges in a constructive way. Often the rates for air time have been placed at too high a level. Other instances have occurred where the local stations would simply refuse or not make time available for the telecasting of the college courses.

Perhaps one reason why the Central Florida Region has been so successful in its programming has been because of the attitudes and management policies of WMFE-TV toward the Consortium. Over the years since 1973, WMFE-TV has been an active supporter of the Consortium's effort. Rates for air time have been kept at a reasonable level and times for broadcast have been easily attained.

Beyond the problems involved in the developing of working relationships with the local television stations are the as yet unsolved problems of the acquisition of a relatively unlimited supply of high quality telecourses. The majority of the courses that have been produced in the United States have been of high quality; however, the number has been greatly restricted due to the limited number of colleges capable of producing such series.

The outstanding quality of the Florida Community College Television and Radio Consortium seems to be the freedom of choice allowed each member in its participation in any activity of the Consortium. The only limitation being that once a region has decided to offer a course all must share in its broadcast costs. Associated with each of these decisions is the fact they are arrived at in the local-regional level and not at the state level. This has allowed each college greater latitude in controlling not only its instructional costs but also its curriculum.

APPENDIX A

COMMUNITY COLLEGE
INSTRUCTIONAL TELEVISION & RADIO COORDINATORS

Jack Carroll
Director, Learning Resources
Brevard Community College
3865 N. Wickham Rd.
Melbourne, FL 32935

Isaac Call
Director, Learning Resources
Broward Community College
3501 S.W. Davie Rd.
Fort Lauderdale, FL 33314

Sharon Mixson
AV Coordinator
Central Florida Community College
P.O. Box 1388
Ocala, FL 32670

William Stabler
Director, Learning Resources
Chipola Junior College
Marianna, FL 32446

Dr. Don Thigpen*
Dean, Learning Resources
Daytona Beach Community College
Box 1111
Daytona Beach, FL 32015

Dean Ritzman
Director, Media Services
Edison Community College
College Parkway
Fort Myers, FL 33901

Paul C. Trautmann*
Director, Open Campus
Florida Junior College
940 N. Main St.
Jacksonville, FL 32202

Paul E. Novak
Media Specialist
Florida Keys Community College
Key West, FL 33040

Charles Bond
Dean, Learning Resources
Gulf Coast Community College
5230 W. Highway 98
Panama City, FL 32401

Dr. John Bouseman*
Vice-President
Hillsborough Community College
Plant City, FL 33566

Mrs. Mary Thornton
Manager, Media Services
Indian River Community College
3209 Virginia Ave.
Fort Pierce, FL 33450

David C. Briggs
Media Specialist
Lake City Community College
Lake City, FL 32055

Walter Allan
Lake-Sumter Community College
5900 U.S. 441, South
Leesburg, FL 32748

Mrs. Margaret J. Lyons
AV Department
Manatee Junior College
P.O. Box 1849
Bradenton, FL 33506

Community College Instructional Television & Radio Coordinators, continued:

Pat Weaver
Director, Instructional Resources
Miami-Dade Community College
11011 S.W. 104th St.
Miami, FL 33167

Mrs. Lu Alice Sands
Director, Library Services
North Florida Junior College
Turner Davis Drive
Madison, FL 32340

Hosmer Roberson
Coordinator, Media Services
Okaloosa-Walton Junior College
College Boulevard
Niceville, FL 32578

Milton U. Thomas
AV Coordinator
Palm Beach Junior College
4200 Congress Av.
Lake Worth, FL 33460

Wellington Estey
Dean, Learning Resources
Pasco-Hernando Community College
2401 State Highway 41, North
Dade City, FL 33525

Bill Farrington*
ITV Director
Pensacola Junior College
1000 College Boulevard
Pensacola, FL 32504

Dr. Patricia S. Miller
Director, Learning Resources
Polk Community College
999 Avenue H, N.E.
Winter Haven, FL 33880

Thomas C. Rogero
Dean, Academic Affairs
St. Johns River Junior College
5001 St. Johns Ave.
Palatka, FL 32077

Robert N. Kreager
Director, Instructional Development
St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, FL 33733

Dr. Robert Meyer
Dean, Learning Resources
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Dr. Thomas Hobbs**
Chairman, Social Sciences
Seminole Community College
Sanford, FL 32771

Mrs. Leila L. Sebring
Librarian
South Florida Junior College
600 W. College Drive
Avon Park, FL 33825

William Donaldson*
Tallahassee Community College
444 Appleyard Dr.
Tallahassee, FL 32304

Dr. Paul Kinser
Community Resources
Valencia Community College
P.O. Box 3028
Orlando, FL 32802

*Region Coordinator
**Consortium Coordinator

APPENDIX B

TOTAL TV ENROLLMENTS FOR EACH YEAR
FOR THE FLORIDA TELEVISION AND RADIO CONSORTIUM

1974-75	11,192
1975-76	10,749
1976	8,787
1977	5,560
1978	6,565

APPENDIX C

T V COURSES THAT HAVE BEEN OFFERED

BY THE FLORIDA TELEVISION AND RADIO CONSORTIUM

Man and Environment I

Man and Environment II

As Man Behaves

Dimensions In Culture

Ascent of Man

Adams Chronicles

It's Everybody's Business

Writing For A Reason

Earth, Sea and Sky

Making It Count

The Long Search

American Government

Home Gardener

Classic Theatre

Modern Math

Law I

Law II

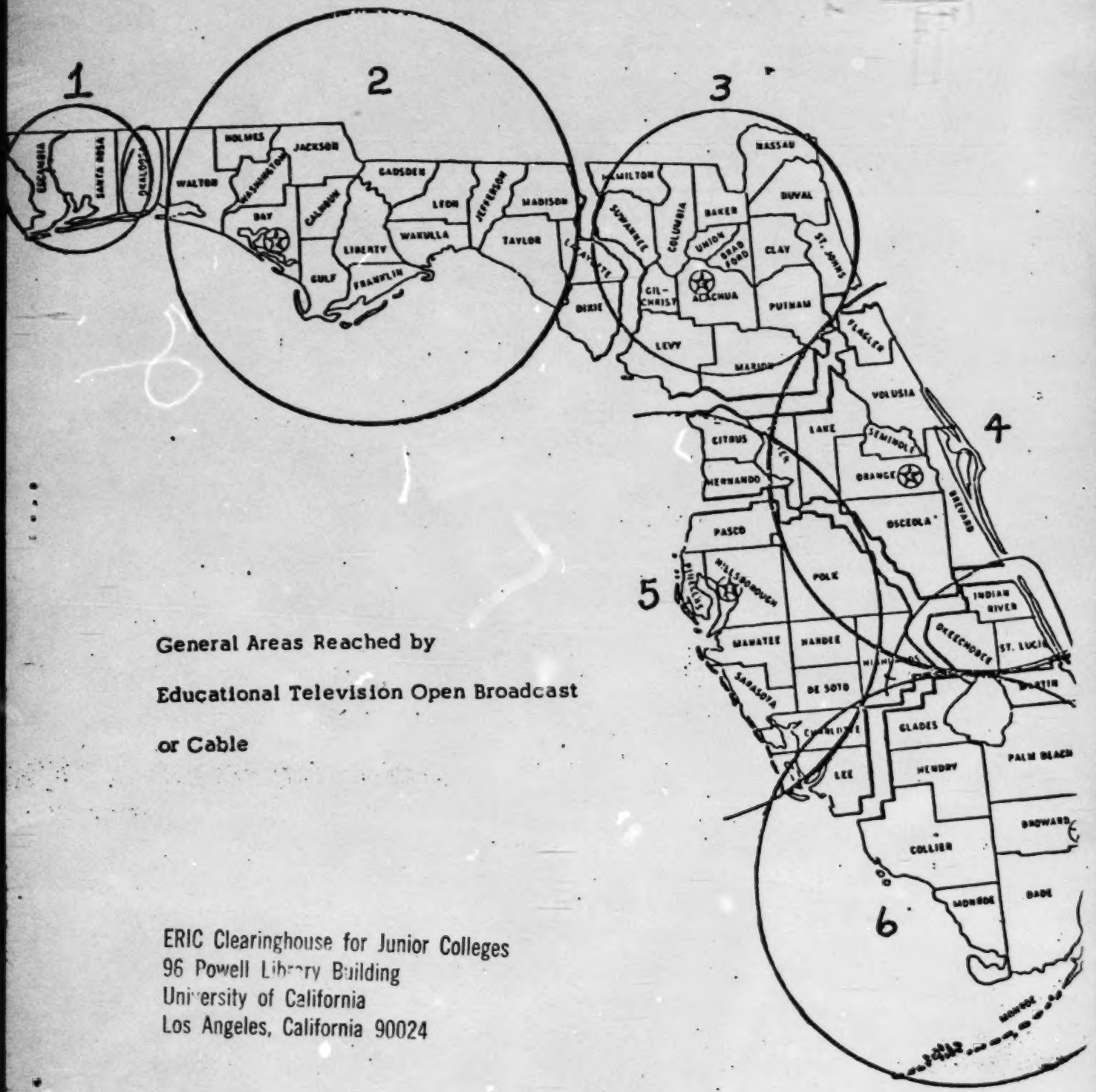
The Age of Uncertainty

Music Appreciation

APPENDIX D

A MAP OF

THE FLORIDA COMMUNITY COLLEGE TELEVISION AND RADIO CONSORTIUM



General Areas Reached by

Educational Television Open Broadcast

or Cable

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024